Educating Young Men

Language Arts/Mathematics
Grade 3 Resource- Unit 2
Young Men’s Leadership Academy
Academic Philosophy

Our philosophy is built upon research that indicates that boys and girls learn differently. We recognize that boys have varied academic, social, and emotional needs. We will address those needs through instruction that is tailored to the male learner and delivered in an environment that promotes academic success while instilling a strong culture of brotherhood and camaraderie.
Teaching Young Men

The goal of educators is to provide equitable learning opportunities for all students in the classroom. Research indicates that boys and girls develop literacy skills differently; resulting in disparate academic outcomes. As a result, providing equitable access to positive classroom experiences is an issue that has increased in urgency.

Past and current research report consistent findings:

- Gender is a significant factor in both reading materials and reading achievement for boys and girls
- On the US National Assessment of Educational Progress (NAEP) boys have scored significantly lower that girls in reading at all grade levels every year since 1992 (the first year NAEP scores were available)
- Boys are more likely than girls to be placed in special education programs
- Boys are less likely than girls to go to college
- Dropout rates are higher for boys than for girls

What causes this achievement gap?

Some researchers argue that the gender gap originates in biological, developmental, or environmental differences between boys and girls. Offering yet another perspective, sources such as ASCD and Psychology Today propose that the gap may be due to the way literacy is taught; suggesting that educational strategies that are more mindful of the way male brains develop would help close the gap.

What can educators do?

The encouraging news is that none of the findings above are irreversible. Recent studies focused on how boys learn suggest that if their academic needs are properly addressed, boys can obtain academic success equal to their female counterparts. A key component of their academic success lies in ensuring that boys are provided with classroom experiences that address their interests, needs, and learning styles.

Extracted from *Me Read? No Way!* Copyright Ontario Education
Teaching Young Men

**Boy Smarts**
Boys are the masters of minimalism and the practitioners of “just –in-time” management. Asked to do almost any task, their immediate response is “later”. If they are asked to write a 50-word essay, they will count the words, and if they write 51 words most of them will think they have overdone it. If you have predominantly boys in your class, there are several things that you can do to improve behavior and learning. These methods are likely to work with most boys.

**Respect**
Boys are constantly checking to see if you respect them. They respond well to people who have expectations of them and respect them as capable of meeting those goals. As the TV character Ali G. would say, “respect!” If a boy has a sense that you respect him, he will walk over coals for you. Never ask a boy who is a poor reader to read out loud in front of his peers. He will be humiliated and will never do anything for you ever again.

**Have clear signals about who is in charge**
Boys need boundaries. They need to know who is in charge here. They respond to teachers who are fair, funny and respect their points of view, and they generally do better with teacher-led learning. Open spaced learning areas where no one clearly owns the space can be quite anxiety provoking for boys, and that anxiety converts into expressions of low motivation and clowning type behaviors.

**Use a physical signal when you want silence**
Boys need more signals than girls partly because they are less tuned into facial cues. Boys are more able to screen out white noise. (Teachers requesting quiet equals white noise!) Therefore, deliver instructions in silence. Use visual cues, raising hand, turning lights off and on, and moving to a part of the room. Never, ever yell.

**Fewer rules and fewer words is better**
Have a couple (no more than three) clear rules that you apply fairly and consistently. Base your classroom management on the idea of, “I won’t let this happen to you, and I won’t let you do it to anyone else”. During instruction, use a backup visual that you can point to for boys who have difficulty listening.

**Value them and they will be heroes**
Boys are tuned into hierarchies. This means the predominant values of a classroom, family or school will play a powerful role in determining their actions. Have a couple of core values (e.g. compassion, generosity, being part of a team). Live by them and insist upon them. Help boys to learn that they can be heroes and victorious but that winning doesn’t mean someone else has to lose.
Use knowledge from computer games as an inspiration for learning

Boys’ attraction to competition will override almost any disadvantage or loss of motivation. They generally love competitive games especially when there is not an ultimate winner. Quick fire quizzes with several rounds are a successful way of engaging boys. Computer game designers have cleverly used the principles of engagement to captivate boys:

- Make success challenging but attainable by breaking it down into stages.
- Make success more likely than failure, the most motivating games have players succeed about 80% of the time, initially, before building up to 100% before moving to the next level
- Give people the opportunity to try again.
- Try to create a sense of moratorium where boys and girls can try to out new activities in a setting where there are no consequences.
- Use lots of movement.

Pay attention to less competitive, sensitive boys. Assisting them to attain personal bests can be useful. Give boys more time to answer and to assemble the words and give them a chance to phone a friend (the friend cannot answer the question but can make helpful suggestions).

**Move regularly**

Teaching boys is like being a cross between a matador and a traffic cop. Keep on the move and mingle with the crowd. Boys see things best in motion. Use visuals and animations as often as you can. As James (2009) notes, boys love targeting. If you have ever watched boys place rubbish into bins you will see that they don’t place it, they take a shot. For this reason, movement and aiming to achieve a set target are powerful strategies with boys.

**Control where they sit**

Move boys who do not appear to be paying attention to the front. Proactively shift the seating of boys who seem unsettled or distracted.

They will often be playing up to impress their local audience. Boys need quiet times to reflect and re-energize, boys need quiet times to think, read and at times, quietly chat with others.

**Know about anger**

Anger and shame can stop boys’ learning, and once boys are angry, it is harder for them to get over it. If they feel you are going to shame them in front of their peers, they will fight you tooth and nail. Most boys will do silly, self-defeating things rather than lose the respect of their peers. Take your sail out of their winds. Deal with issues at a time of your choosing not when the boy wants to deal with it. There are also decision-making differences between girls and boys when involved in dispute resolution. Girls are often more able to see the effect of their actions on other students so asking, “how you think she felt?” type questions may pay off. In
contrast boys may be less cued into other students’ emotions and a more successful strategy may be reinforcing a rule such as, “I wouldn’t let him do that to you, and I’m not going to let you do it to him”.

**Boys are loyal and funny**
Boys love the inside word; the cheat sheet and they love to score. Giving them hints suggestions and a way to succeed builds their loyalty to you. Boys buy popularity through achievement, jokes and skills. Humor is an essential quality.

**Boys generally learn through doing- thinking- talking**
Boys like movement and are generally more active than girls. They are also more concerned with performance. While some boys will be inherently interested in the material, almost all boys engage when there is a competitive spirit. The more that you mimic a game show format the more boys will be engaged.

**Give them a whiff of success**
Most men and boys waste an incredible amount of time completing tasks that don’t need to be done and avoiding tasks that don’t need to be avoided. Help them to structure tasks and to improve on early attempts so that they gain mastery and success. Once a boy believes he can be successful, he’ll almost always live up to it.

Extracted from the *Brain Based Learning Manual* Copyright Andrew Fuller
Teaching Young Men

Model of a Boy-Friendly Curriculum

**BOYS NEED CURRICULUM THAT PROVIDES**
- “Safe” classes that foster discussion
- Tasks that are open-ended and require interchange with others
- Subjects that mandate exploration of “the self”
- Teachers who “facilitate”
- Subjects that accept alternative truths

**BOYS NEED CURRICULUM THAT PROVIDES**
- A wide variation of courses and activities.
- Teachers with “passion”
- “Disciplined freedom”
- Avenues to be impulsive
- Tasks that are “relevant” – can be explored through boys’ culture
- Problem-based learning, (“doing it”)
- Hands-on activities with practical solutions

**BOYS NEED CURRICULUM THAT PROVIDES**
- Small class sizes
- Pedagogy that counters fear of ridicule or embarrassment
- Skills to enable expression
- A vocabulary to discuss masculinity
- A mandate to explore individuality
- Opportunity to engage “a passion”
- Opportunity to be a risk-taker
- A level playing field between types of masculinities

**BOYS NEED CURRICULUM THAT PROVIDES**
- Teachers skilled at facilitating boys’ exchange of ideas.
- A range of tools to express ideas
- A range of outcomes to set tasks
- Criticism skills
- A mandate for the expression and an exchange of ideas
- Subjects with “non-binary” epistemologies
- Subjects that are non-competitive and allow access

**BOYS NEED CURRICULUM THAT PROVIDES**
- Freedom for individual interpretation of curriculum tasks
- Freedom to undertake curricular tasks according to personal skills
- Freedom to access range of academic and non-academic activities
- Freedom from pursuing an “ideal” masculinity

Adapted from Imms, 2003
Teaching Young Men

COURAGEOUS CONVERSATIONS

According to the Ontario Ministry of Education, boys respond well to real-world themes that offer them authentic learning experiences – that is, experiences they have had or could have in their own lives. Exploring real-world themes typically involves a combination of resources and activities. Real-world themes have a clear focus on one or more meaningful, key concepts and authentic learning experiences that involve both direct instruction and students’ discovery of things on their own.

In addition to authentic real-word experiences, students need opportunities to engage in courageous conversations about race and issues of discrimination. This work is critical for students and teachers to engage in because outside school experiences are quite inconsistent with the expectations that are inside of school. It is the school’s responsibility to take on the onus of understanding what students experience outside of school.

For example, if students read kinds of books outside of school, and if they engage in social media outside of school, then teachers must figure out how to utilize that as an anchor for what happens inside of school. It is the teacher’s responsibility to develop learner lenses to understand what’s happening with the student outside of school so that he or she can be responsive to that reality. As teachers and students engage in courageous conversations within the classroom, it is imperative that all members are aware of the four agreements.

The Four Agreements of Courageous Conversations:

1. Stay engaged: Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”
2. Experience discomfort: This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open.
3. Speak your truth: This means being open about thoughts and feelings and not just saying what you think others want to hear.
4. Expect and accept non-closure: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).
Unit 2
**Theory:** Boys need to be engaged in work that is meaningful to them and that has a clear purpose they can see. Integrating authentic learning as assessment tasks that help all students to make connections between their personal interests and the curriculum in the classroom.

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<td>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>Keep it Real – make reading a writing relevant to boys Use real world themes and resources Foster ownership of assignments by providing choice Use authentic activities in the classroom and outside the school</td>
<td>Applicable to all Wonders Text Unit 2 text. Magazines, newspapers articles aligned to the unit theme of solving problems. Current event articles from sites such as Newsela text set from the theme problem and solution <a href="https://newsela.com/text-sets/109872">https://newsela.com/text-sets/109872</a></td>
<td>Allow student to research real world problems facing children in America and other countries. Invite community members who have addressed real world local problems and engage students in discussion about what they can do to solve real world problems</td>
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<tr>
<td>SLO: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as a basis for the answers.</td>
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**Theory:** Research indicates that all students, but boys benefit from tightly structured, well focused lessons that have an obvious purpose and are tied to achievement of clear goals.

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<td>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>Gamify it: Applying game principles to non-game situations</td>
<td>Vocabulary words from Wonders text selections such as: announced candidate convinced elect estimate government independent</td>
<td>Allow students to engage with unfamiliar words through vocabulary games such as: Chalkboard Pictionary. To play in a classroom with many students, it’s not very practical to use the game board. This means you’ll be using the chalkboard or whiteboard at the front of the room. Divide the class into two teams and create a small column for each team on one side of the board. You’ll record their points here. Have one person from Team A come up to the front. Have the student draw a card (try using Pictionary Junior cards if the adult ones are too advanced for your class). Alternatively, you can...</td>
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Having the unknown word in his mental dictionary reinforces that the unknown word has been decoded correctly, as it will make sense in the sentence. Without this knowledge, the student may wonder, “Have I read that word, right?”

Before a student can read words, a basic knowledge of sound/symbol relationship is crucial. WonderWorks offers a digital Adaptive Learning component where students can practice specific Phonics skills.

WonderWorks Practice book compiles the vocabulary from each section into scaffolded instruction per vocabulary list.

Wonders Picture cards
Vocabulary web:
Category: Part of Speech
1. Word 2. What is it Like? (Synonyms and dictionary definitions...may use online dictionary)
3. What is it not like? Antonyms
4. Examples of the word

write words on slips of paper for students to choose. The student must convey the word to his or her team using only drawings. Students cannot use words, symbols or hand gestures. Limit the time to three minutes maximum. Each correct word is a point and the first team to get 10 points is the winning team. Charades is quite similar to Pictionary, but it uses actions to communicate the secret word in place of photos. This is a great game for those days when your class is dragging, and people are falling asleep. Get them up and get them moving!

Write down words on slips of paper for students to choose. Verbs are likely to be the easiest, but you can also use more complicated words, provided you are sure most of the students know them.

Divide the class into two teams and have one person from each
team choose a piece of paper and act out the word. The teams must guess the correct word before three minutes run out. For each correct word, that team receives a point. The team that hits ten points first is the winning team.

Wonders Vocabulary Interactive Games & Activities

Special Education: Wonders Your Turn Vocabulary

Vocabulary Theater: act out vocabulary words

Vocabulary Jenga: Blank Jenga sticks, write vocabulary. Students pull from Jenga stack as they read the word.
**Language Arts**  
**Grade 3**

**Theory:** Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Teachers should provide repeated opportunities for students to play games, then let the Literacy ideas emerge as students notice new patterns, relationships, and strategies.

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| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Gamify it: There are typical elements which are used in most games, such as:  
- Challenge.  
- Chance.  
- Competition.  
- Cooperation.  
- Feedback.  
- Rewards.  
- Winning.  
- Progression.  
These game elements can be easily extracted from a game content and applied to almost any field. The idea is to take | Inquiry Space from Wonders Reading Series  
Computer to access Wonders digital space  
Wonders Resource Toolkit  
Student choice reading from classroom libraries. | Students can complete on level of a six-week informative performance task in a digital environment. Via a game-like interface, students are assigned a task and work independently to plan and conduct research, synthesize information and communicate ideas in writing. Resource Toolkit includes animated tutorials, videos and slide presentations that students can view to help them at each level of the performance task. |

**SLO:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
| the engaging elements of gaming and implement them into the teaching process. | **Special Education:** Reread the Real Story of Stone Soup (e-Book Wonders) Create online Story map to retell story | creating their own version. Students can create a Reader’s Theater and perform for the class. Make Stone Soup in the classroom. This can be done with a Crock Pot and a clean rock. Students reenact the story and add the ingredients in the order of the text. The soup can simmer in the Crock Pot for the day and students can enjoy a cup of soup at the end of the day. |
**Mathematics**
**Grade 3**

**Theory:** Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Engaging mathematical games can also encourage students to explore important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the mathematical ideas emerge as students notice new patterns, relationships, and strategies.

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| **SLO #1:** Interpret products of whole numbers as repeated addition and as the total number of objects (up to 100) in equal groups or arrays. | Project-Driven and Kinesthetic: Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning and is strategic about using manipulatives. | Hopping on the Number Line Materials  
• Counters for the number line (chips, markers, etc.)  
• Number Lines | Hopping the Number Line:  
1. On the overhead projector or chalkboard, display a large number line and demonstrate with a counter how hops of 5 can be taken on the number line.  
2. After several examples with 5 as a factor, ask the students to determine what size hop to use next. Encourage the students to predict the products and to verify their predictions by moving a counter on the large number line.  
3. After allowing time of exploration, ask the students to predict the answers to questions |
| **NJSLA: 3. OA.A.1** Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as 5 x 7. |  |  |  |
encouraged to write
2+2+2+2+2+2+2.

Once students have an understanding of the correlation of skip counting to concrete objects, students can move to the number line. For ease of identifying how to make the jumps, beginning number lines should have the multiples color coded.

such as "If I take 4 hops of 3, where will I land?"

4. Now give each student a piece of paper and ask them to make up 2 similar problems and trade them with a friend to solve using the number line. When the pairs have finished, call them together to discuss what they did. Encourage them to use the number line in their explanation.

Be sure students can explore different factors, such as:

2 × 3
4 × 4
3 × 6
7 × 2
and so on....

Special Education: To continue with the game concept, number lines can be represented as a game board; instead of if...then questions, have cards made with directions to skip count to the end of the board. Move 2 hops of 3; or use a spinner with the directions.
**Mathematics**  
**Grade 3**

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| **SLO #10:** Partition shapes into parts with equal areas and express the area of each part as a unit fraction; interpret the unit fraction 1/b as the quantity formed by 1 of b equal parts of a whole and the fraction a/b as the quantity formed by a parts of size 1/b. | **Project-Driven and Kinesthetic:** Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning and is strategic about using manipulatives. | **Making and Investigating Fraction Strips**  
- 18 × 24 sheets of construction paper in six different colors (cut into three 6 × 24 strips; each child will need six strips, one of each color)  
- Scissors  
- Chart paper  
- Fraction Bars | **Making and Investigating Fraction Strips:**  
1. To begin the lesson, give students six strips of paper in six different colors. Specify one color and have students hold up the strip of this color. Tell students that this strip will represent the whole. Have students write "one whole" on the fraction strip.  
2. Next, ask students to pick a second strip, fold it, and cut it into two equal pieces. Ask them what they think each of these strips should be called ["one half" or 1/2]. Have students label their strips accordingly using both the word and the fractional representation. |
| **NJSLA: 3. NF.A.1, 3.G.A.2** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. | **Special Education:** It should be noted special education students often have difficulty with visual discrimination as well as necessary eye-hand coordination. Using the strips of paper is a great idea; be mindful of working with students 1:1 to ensure the paper strips are folded correctly. | | |
[Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.]

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts having equal area and describe the area of each part as 1/4 of the area of the shape.

| Instead of using scissors to cut the strips, use markers to divide the folded areas into partitions. |
| 3. Have students take out another strip, fold it twice, and divide it into four congruent pieces. Ask them what they think each of these strips should be called ["one fourth" or 1/4]. Have students label their strips using both the word and the fractional representation. |
| 4. Repeat this process of folding, cutting, and naming strips for eighths, thirds, and sixths. |
| 5. Have students take out their "whole" and ask, "Which strip is 1/2 of the whole?" Then ask, "Which strip is 1/4 of the whole?" Ask similar questions about 1/8, 1/3, and 1/6. |
| 6. Students should experiment with the strips until they are consistently arriving at the correct answer. |
| 7. Have students work in pairs to line up their fraction strips and find as many relationships as they can. |
| 8. Have students record these relationships on paper. When they have finished, have them share the relationships they discovered. |
| 9. Record relationships on chart paper and discuss. |
### Special Education:

Draw outlines of the fraction bars on paper; have students identify fraction bars on the fraction bar frames to write the fractions.

Supply a word bank and visuals of fractions.

Color code the vocabulary word to diagrams:
- Numerator
- Denominator

Use cues numerator number of (prefix-de)-from the base)

Use objects to demonstrate the denominator and take the numerator out. I had four marbles and I took one from the four: \( \frac{1}{4} \)

List denominators by name and fraction on an anchor chart

Provide students with a word bank
Mathematics
Grade 3

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<td><strong>Special Education:</strong> To make the transition from bars to shapes, use the bars with the shapes. Supply Word Banks, Anchor Charts</td>
<td><strong>Pattern Block Fractions:</strong></td>
<td>1. Have students work in pairs to explore relationships among the four shapes.</td>
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<td>2. The students should use pattern blocks to answer problems from the “Questions for Students” section.</td>
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<td>3. Guide the students through each question on the activity sheet. For the first example, you may want to show students how two green triangles can be placed to exactly cover one blue</td>
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[Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.]

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts having equal area and describe the area of each part as 1/4 of the area of the shape.

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<th>When using Pattern blocks, allow the students to use the blocks to construct and deconstruct the patterns found on the Region Relationships worksheets.</th>
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<td>rhombus, thereby showing that they are equivalent.</td>
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**Pattern Block Fractions:**

1. Have students work in pairs to explore relationships. Guiding questions are provided to facilitate the exploration and concentrate on the mathematical focus of this lesson. Students should use pattern blocks to find relationships and to determine the answer.

2. Disseminate the Region Relationships 2 Activity Sheet. Again, ask each of the guiding questions from the first lesson, Investigating with Pattern Blocks, but follow each question with another question about the fractional relationship.

3. Model the written form of each fraction by recording each fraction on the board or overhead in standard (fraction) form.
4. Have the students record fractions in their math journals.

5. Lead the students in identifying and defining the numerator and denominator.

6. Ask the students to explain what the top number in the fraction represents.

7. Continue with all other pattern block relationships, recording the fractions.

8. Each group should record relationships on chart paper to share with the whole class.

9. As each group shares, have the students record in their journal any relationships that they may have missed.

**Special Education:** To make fractions relevant create a pizza game. Students begin with a cardboard pizza divided into eighths. Children pick from a stack of cards with directions. Students have a scoring sheet to write fractions. Students have Velcro cutouts to “decorate
their pizzas) Cards are listed with directions for the pizza: the whole pie is covered in cheese (1). Half the pie has mushrooms. (1/2) One fourth of the pie has pepperoni (1/4). Sam ate 1/8 of the pie. Students should have completed a worksheet as well as a concrete model. After the game, students can recreate their own pizzas with their own ingredients gluing them on to their personal pies. After gluing students list each portion on a worksheet. Can pair share with partners and partners will write each fraction.
# References
(i.e. scholarly journals)